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ABSTRACT

A 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French published predominantly in 1969 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, and ED 034 455. (RL)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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NOTE : Each entry is marked with either A(Algeria), L (Libya) M (Morocco), T (Tunisia) or MAG (Maghreb countries)to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

A 1. "Recouvrer une personnalité algerienne authentique" (To regain an authentical Algerian identity), EL Moudjahid, July 3, 1969.

The Minister for Youth and Sports has emphasized that youth has to regain and build up an authentical algerian identity, which is, if there ever was, a difficult and problematic task, but how exciting! He exposed vehemently the dangers of a "de-culturization" which is the logical outcome of a lack of clairvoyance and of those young people who are adepts of sham learning at all cost. As he said "though we are starting to see the results of our efforts in economical and social sectors, those relating to culture are always slow to appear."

M 2. "La méprise des linguistes (en marge de l'arabisation)" (The linguists' misunderstanding (on the fringe of arabization) by Kouriba Nabhami, Confluent; 1961.

One can say that pure Arabic is a written language pertaining to an élite which could be practically considered as a social one. If we want to bring back to the fore this language, we will have to teach it to the illiterates and diffuse technical learning amongst our society so as to put it on the same level as other modern societies. Then by simplifying Arabic, adapt it gradually and bring it up to date. A language which has developed within the confines of a civil service and has no ties with social realities, which will give it life and body, would be a useless luxury for a people not ready to use it.

L 3. "No neglect of culture in Libya's economic boom", The Cyrenaïca Weekly News, March 30, 1969.

Ever since Independence, cultural activities have always had a prominent place in Libyan life. For instance, recently, the first conference of Maghreb writers was held in Tripoli and was attended by the Prime Minister who said : "Writers and intellectuals are soldiers in the battle of construction. They perform the honourable task of enlightening people and thus they cannot be isolated".

T 4. "Pédagogie générale" (General Education), Bulletin Pédagogique, I.B.L.A., N° 120, 1967, pages 384-385.

The aim of the Tunisian educational reform is to give a humanistic aspect to education i.e. that teachers should try and co-ordinate their teaching methods with a certain understanding so that the students can broaden their mind, and hence perceive a relation between the different subjects. For instance, a chemistry teacher, when teaching Science should also help them to develop a scientific sense. The "Bulletin Pédagogique" (The Journal of Pedagogy) is there to help teachers in this difficult task.

A 5. "Nous avons démontré a nous-mêmes que nous existions avec qualité et ampleur" (We have proved to ourselves that we existed fully): Speech given by Mr. Ben Yahya, Minister of Information - El Moudjahid, August 8, 1969.
..."From now onwards African culture, its impact on the masses, its essence and unity are no longer an abstract statement or a wish or just words suited to the occasion. We have here a concrete relationship which is humane, popular and has gone beyond, though merging at the same time with the limits of our originality, so as to fuse them into the same dynamics"..."We have come before universe and ourselves with this identity without which we could never hope to add to human civilization.

T 6. "Education is a bridge to a better future" says President Bourguiba - Topic (U.S.A.) No 31, pp. 2-4.
President Bourguiba states that knowledge and learning are no longer the exclusive property of a privileged minority. Education has become an integral part of our national life. It is a responsibility assumed by teacher and pupil. Constantly, the relation between education, economy and social developments are being studied. According to President Bourguiba, teaching programs in secondary as well as higher studies, must be based on the universality of knowledge as a heritage common to all periods and all civilizations.

T 7. "Raising the standard of youth" Speech given by President Bourguiba on December 28, 1967, for the third Congress of the Tunisian Youth Union, at Carthage.
In his speech President Bourguiba spoke of his great interest in youth; of the special importance he attaches to its problems and that he would spare no effort to help officials and others to solve them: Teachers are responsible for the future of their pupils. The government's most important objective is to link youth organizations into other structures and institutions where citizens are trained and prepared to assume their responsibilities as citizens. The most important goal is integration into society which requires a vast number of educational personnel.

T 8. "What are the benefits of teaching history", by Peter Hill, Courrier de l'UNESCO, March, 1965.
"What is the purpose of history, when everybody is concerned with present-day matters?" The author states that teaching of history will give the pupil a sharp mind. Learning history may help the pupil in his understanding of the twentieth century; it may also give him a patriotic sense and respect for foreign countries. Thus, the role of the history teacher is to be objective, because history seeks truth. History is also a question of evolution. Pupils must keep in mind that there are ties between nations. History emphasizes the importance of economic and social factors, and may help the students to appreciate the struggle for peace.

A 9. "La refonte du système scolaire impose une consultation générale préalable" (The reorganization of the schooling system requires a general preliminary consultation), El Moudjahid, March 7, 1969.
Yesterday, Mr. Kaied Ahmed, a party member, attended prize giving day at the "Ecole Normale d'Institutrices de Ben Aknoun" (Women's Primary Teacher Training College). In his speech he emphasized that the reorganization of the schooling system at every level was a national duty as it forms a whole which is inseparable from the structures, the idealogy, the programs and methods, and therefore, from those measures which are necessary. However, before this reorganization can take place, a general preliminary consultation, of all those educators trained to that effect and parents directly concerned, is required and absolutely essential.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 10. "Les cantines scolaires a travers la wilaya des Aures" (School refectories in the governorate of Aures), El Moudjahid August 7, 1969.
A year after its foundation, the Consulting Committee for School Refectories at the level of the governorate has drawn up an account of this particular social service, thús proving its interest in a problem which is inherent in the educational organization. There are 114 refectories in this governorate, of which 20 are centralized and 94 are straigtforward refectories which supply altogether 159 elementary schools.

T 11. "Assemblée Nationale approuve le plan quadriennal 1969-1972" (The National Assembly approves the four year plan from 1969 to 1972), La Presse, Friday, May 30, 1969.
With regards to education, the deputies were informed that teachers in primary and secondary education were grossly underpaid and that efforts should be made to improve their financial position before the re-opening of school for the year 1969-1970. They were also informed that there were 6000 teacher trainees and that this number was constantly increasing, and that also the number of pupils in secondary schools would double within the next four years. It was also emphasized that 90% of pupils between 6 and 12 attended school while only 70% of girls were enrolled.

A 12. "Nous pensons transformer certain bars et cafés en internats scolaires" (We are thinking of turning some bars and cafés into boarding schools), El Moudjahid, July 5, 1969.
The head of the district of Tebessa spoke of the difficulties in his district. Here the lack of teachers is starting to be felt. The 1969 program is insufficient as 475 classrooms and 475 dormatories are needed to ensure a practically normal beginning of term. 300 high school pupils will not have

a place. All those premises which are not of great use to the army will be vacated.

A 13. "1970: Ouverture du premier Institut National de Technologie Agricole" (Opening of the first National Institute for Agricultural Technology), El Moudjahid, August 26, 1969.
The institute which will open in January, 1970, is already described as being a higher co-educational establishment. The student will study for four years, of which one will be spent working outside the institute. It will have a double objective which will be, first of all, to train agricultural experts and secondly to give them a sufficiently good background so as to enable them to adapt to future developments in agriculture. 500 students will be able to enroll.

L 14. "1,149,500,000 Libyan pounds allocated for the Second Five Year Plan in Libya", The Cyrenaica Weekly Review, April 6, 1969.
Allocations for the various sectors during the second five year plan which covers the period 1969-1974, has been approved by both Houses of the Libyan Parliament. The following figures, in Libyan pounds, were given: Education: Elementary education, 16,753,650; Preparatory education, 8,470,305; Secondary education, 3,456,700; Vocational training, 8,891,500; Teacher's training, 2,929,623; Boarding sections, 13,444,000; Educational services, 7,045,250; Anti-Illiteracy campaign, 1,500,000; Islamic University, 11,014,110; Senoussi Zavias, 2,500,000; Libyan University, 32,113,577; Scholarships, 3,534,500; Land compensations, 4,660,000; Total, 116,250,215.

T 15. Mission UNESCO: La situation de l'enseignement en Tunisie, six années après la réalisation de la reforme et la mise en application du plan de scolarisation 1958-1964 (Where Tunisia stands with regards to its education, six years after having established the reform and having put into effect the plan for the reorganization of schools), 144 pages: July, 1964.
The planning of Tunisian education was a very enterprising and shrewd move and has proved a great success from a quantitative point of view. The 1958 reform offers a wide range of possibilities to Tunisian youth by which the most intelligent can fulfill their intellectual potential while allowing those less clever to follow a vocational education. Reform and planning have been combined in such a way that complete satisfaction has been obtained within only six years. This has been made possible through the great sacrifices that the country had to undergo by allocating a quarter of its national budget to education.

L 16. "Enlightened Libya invests heavily in her youth", The Cyrenaica Weekly News, February 23, 1969.
Some 116 million Libyan pounds, more than ten per cent of the total funds, will be set aside for education during the second five year plan. However rich a country may be in natural resources, it is basically poor if it lacks people capable of making good use of them for the benefit of all. This has been well realized by the state which has given priority to the education and vocational training of its people.

L 17. "Ministry trainees join industry", The Cyrenaica Weekly News, June 1, 1969.
The number of trainees in the various industries who follow courses organized by the Ministry of Industry under the (First Year Plan) program reached 1,110 in mechanics, welding, electricity, commerce, tanning of hides and others. It is hoped that the number of vocational trainees will continue to increase under the second five year plan in order that the number of qualified persons shall meet the country's demand.

L 18. "Free education law", The Cyrenaica Weekly News, February 23, 1969.
A special committee affiliated to the Ministry of Education is discussing the status of independent education in Libya, its development and the possibility of having a law correlating these activities. According to a reliable source in the Ministry, the new law will provide the opportunity for investors to start independent education programs in accordance with the law.

A 19. 1970: "Année internationale de l'education" (International year for education), "Algérie, année nationale de l'education et de la formation" (Algeria, national year for education and training), El Moudjahid, August 10, 1969.
For 1970, national education is getting ready to start a real pedagogic revolution. The Four Year Plan will give the opportunity to make a sensible choice between the various steps to take so as to fulfill the most important objectives which the nation has laid down. The events which the country will be going through during the year to come will be an occasion to awaken opinion to the educational problems and for everyone to devote themselves to it so as to give to this enterprise for the betterment of man, all the importance it deserves.

L 20. "The commencement of Libya's Second Five Year Plan is a milestone to progress", The Cyrenaica Weekly News, April 6, 1969.
So as to make progress, skilled manpower is needed and this is where the role of education and vocational training comes in. In the budget for the financial year 1969-1970, education has taken the first place in expenditure with 44,830,000 pounds. This is in addition to some 116,000,000 pounds to be

spent for education during the Second Five Year Plan and to various vocational training schemes run by other departments.

EDUCATIONAL STATISTICS

M 21. "A la recherche du développement a travers les plans Marocains" (Through its schemes of education, Morocco is in search of development) by Lahbabi, Trois Continents, June, 1969.
The latest census has shown that only 0.6 of the Moroccan population has reached or gone beyond the level of the primary "Certificat d'Etudes", of which 1% are boys and 0.2% girls. If one believes that development problems are linked to training, one can hardly say that Morocco is on the right track 13 years after its independence.

A 22. "La rentrée 1969-1970 gagnera-t-elle le pari d'une scolarisation accrue?" (Will the bet for an increased number of children attending school be won for the beginning of term 1969-1970), El Moudjahid, August 29, 1969.
The beginning of term for this year seems to be encouraging if one goes by the efforts involved and by the forecasts given: indeed, for September, 1969, 400,000 new pupils will be enrolled in primary schools as against 320,000 for 1968. With regards to school buildings, one must point out that the 4,200 new classrooms will be a major asset. Therefore, it is forecasted that for 1969, 1,871,000 children will be attending school.

A 23. "Technical education: an adequate weapon for development", El Moudjahid, August 6, 1969.
There are 146 technical training colleges in Algeria with 26,000 students. The main problem is the lack of teachers and staff. The "Ecole Nationale Normale d'Enseignement Technique" is the main supplier though its output is not high enough, as the number of teachers required in this field is enormous. Here are a few estimates: 1969-1970, 5,000; 1970-1971, 6,400; 1971-1972, 9,600; 1972-1973, 11,300.

A 24. "Les Instituts de Technologie: II. Une demande exceptionnelle en main d'oeuvre qualifiée" (An exceptional demand for skilled labor), El Moudjahid, August 19, 1969.
The gap between supply and demand is too big and this is particularly true with regards to highly qualified staff. For example, the teacher training colleges will be able to supply at the most 6,500 teachers when 18,500 teachers are required. With regards to other training centers there will be 1,550 qualified electricians by 1973 when 3,400 are needed and 840 textile workers for a demand of 2,600.

M 25. "Les traditionalistes malgré eux" (Traditionalists in spite of themselves), by A. Radi, Trois Continents, No 4 June, 1969.
In 1956, 300,000 pupils attended school and this number increased by 1960 to one million, due to the great interest the Moroccans had in education. The most remote communities built schools at their own expense and with the help of volunteers. However, contrary to all expectations, ever since the first scheme for education came into action, there has been stagnation. Attendance between 1960 and 1969 only increased from 1,000,000 to 1,300,000 when there are 4,000,000 children.

M 26. "L'Enseignement" (Education), School year for 1968-1969, Afrique, 1969, p. 437.
Primary education: 1,080,000 pupils (of which 30% are girls) with 29,755 teachers and 20,345 classrooms. Since 1966 Arabization is practically complete, and has been helped along by the Moroccanization of teachers since 1967.
Secondary education: There are 260,000 pupils in state-supported schools with 5,969 classrooms and 11,185 teachers. Arabization has now reached first year in high school. It should be complete by 1974. There are 8,000 students in higher education.

L 27. "Libyans study medicine abroad", The Cyrenaica Weekly News, January 3, 1969.
According to the latest statistical report, issued by the Ministry of Education in Tripoli last week, 240 Libyan students are studying medicine abroad on government scholarships. The report added that 89 students are studying in the United Arab Republic, 78 in West Germany, and the rest in Austria, Italy, and the United Kingdom.

L 28. "243 Libyan students now in Britain", The Cyrenaica Weekly News, February 2, 1969.
According to recent statistics issued by the British Council, a total of 243 Libyan students are now studying in British universities and institutes. The British Council report stated that some 4,000 Arab students of all nationalities were studying in Britain during the academic year 1967-1968.

A 29. Conférence débat a l'auditorium de La R.T.A.: scolarisation totale, autogestion, développement industriel, commercialisation (A conference and debate given at the Algerian Radio and Television auditorium: 100% school attendance, self management, industrial development, commercialization). With regard to schooling, full attendance was expected by 1980. At least this was how matters stood three years ago when the Four Year Plan was being formulated, as of now it seems that the date will have to be pushed back by a few

years. Now our aim is to have a 75% attendance by 1973.

A 30. "Education", Jeune Afrique, 1969, p.264.
74.6% of the population is still illiterate, but full attendance is expected by 1980. Within four years the number of pupils has doubled in primary and tripled in secondary education. In the countryside the proportion of children attending school shows a definite increase: Batna, 76%; Médéa, 75%; Saida, 65%; Sétif, 63%.

L 31. "Enseignement" (Education), Jeune Afrique, 1969, p. 405.
Primary education lasts six years and is compulsory. A three year training will entitle the pupil to enter a secondary school which will also last three years. One must also add to this institutes of agriculture and of technology and a few foreign schools. The Libyan University was opened in 1956 and is divided into the following faculties: arts, law, science, economics and commerce.

T 32. AKL: "L'enseignement technique" (Technical education), Paris, UNESCO, 1966.
Intermediate technical education: Under this particular, though general culture and a humanistic education are given, the pupil will acquire a skill and will be given extra technical information concerning his particular skill.
Secondary technical education: This second method is taught in the "Lycées Techniques" (technical high schools) in Tunis, Sousse, and Sfax, or can be also taught as a special syllabus as in the lycées in Rades and Monastir. What is stressed is the necessity to develop the intellectual capacity of the pupil within a coherent system of subjects: Tunisian educators are trying to give an understanding of general principles which will govern technological applications, thus giving a wide range and allowing for a greater assimilation of professional training. They are hoping that by this method, they will be able to make the pupil more adaptable to specific jobs.
Higher technical education: The Tunisian government decided to create a school for engineers which will group different specialities pertaining to industry and public works.

M 33. Interview: "Mohamed El Fassi Ministre Marocain des Affaires Culturelles et de l'Enseignement Originel nous déclare" (Mohamed El Fassi, the Moroccan minister for the cultural affairsand basic education spoke to us), Jeune Afrique, No 474, February 3, 1970.
Mr. Mohamed El Fassi, over a year ago formed a new ministry which contains autonomous departments which are being decentralized so as to contribute towards the training of Moroccan youth. With regard to the teaching of Arabic and Arab culture, only 20,000 pupils are chosen, between primary and secondary level, to follow this type of education. Then,

these students follow courses at Fès, Tetouan or Marrakech University according to whether they want to specialize in theology or law. Mr. El Fassi believes that Arabic should be the main language though French and other foreign languages are considered as important, and that a happy medium should be found between literary and scientific subjects with particular attention given to technical studies. However, the Minister believes in complete Arabization, but only if Arabic is modernized, which should not be too difficult as this language can be easily adapted to technical terms due to its scientific history. In fact the Institute for Arabization in Cairo, is trying to unify the language and at the same time, with the assistance of UNESCO, is preparing a technical dictionary.

L 34. "Libyan minister stresses need for Arabization in Maghreb education", Cyrenaica Weekly News, June 22, 1969.
The Minister of Education, Sayed Mustafa Ba'you, has announced that in Libya at present there are more than 360,000 students receiving education at various levels. The minister asked that the Arab Maghreb countries should strive to pursue a new educational policy through which Arab citizens in their countries would be able to shoulder their responsibility in a progressive society.

A 35. "Vers une infrastructure adaptée a nos besoins" (We are striving towards an infrastructure adapted to our needs), El Moudjahid, July 24, 1969.
The statute of January 23, 1968, defines a new procedure for the construction of schools. The schemes for constructions of buildings for primary and secondary free education are carried out by the communities while all other sectors are left up to the governorates. A day doesn't go by without a new school being started, equipped or inaugurated in one of the 676 communities in the country.

T 36. Courrier: "Les étudiants fonctionnaires" (Correspondence: Letter concerning those students who are civil servants), Action, September 6, 1969.
A law student wrote to Mr. Ali El Hili, Director of Higher Education, concerning the new system of examinations which is to be introduced. This will mean that there will no longer be one single examination at the end of the academic year but instead, examinations every three months. This student is well aware of the advantages which this new system offers, such as a better control of the students' knowledge and of his achievements throughout the year; it is a way to make them study permanently and not just a few days before the final examinations as a great number of students are used to doing. But this student above all wants to remind the Director of Higher Education of the vast number of students

who work at the same time, or who are civil servants, and will have to cope with a difficult situation if the new examination system is applied.

T 37. "Un bilinguisme nécessaire" (A necessary bilingualism), by Mohamed Masmoudi, Tunisian ambassador to France, Jeune Afrique, No 343, August 6, 1967, pp. 38-39.
Though Arabic remains the national language, subjects are taught in French, due to the fact that the French language, culture and history contributed towards the liberation of Tunisia. Therefore, since independence, the government has chosen bilingualism.

A 38. "Le problème principal est celui du manque de cadres" (Our main problem is a lack of qualified personnel), El Moudjahid, July 2, 1969.
During a speech, given at a prize giving ceremony at the Polytechnique College, President Boumédienne said: "Though our country is still underdeveloped, it has never been poor if one takes into account its wealth in raw materials, in labor, and even if it may surprise you, in assets. What the country lacks most today, is qualified personnel, whose number is insufficient and not qualified enough. This is the Revolution's major problem and not that of redundancy, or lack of industry or even poverty."

M 39. "Allah El Fassi et sa contribution a la pensée maghrébine contemporaire" (Allah El Fassi's (President of the Istiklal Party) contribution to contemporary Maghrebian thought), by Gandio, L'Opinion, August 28, 1969.
The Middle Eastern Arab countries are dealing with the Arabization of the Arabic language in an entirely different way from that in Morocco. In the Middle East they have translated foreign words by looking for the corresponding or equivalent word in Arabic, or they have Arabized them, as foreign influence is accepted. But Morocco has tried to re-assess Arabic words before looking for words that do not exist.

M 40. "Généralisation des bourses et application d'une politique claire et stable préconise le Conseil National du Parti de l'Istiklal" (The National Council of the Istiklal Party advocates the generalization of scholarships and a clear-sighted and stable policy), L'Opinion, August 27, 1969.
The National Council of the Istiklal Party has realized that the educational problems will not be able to be solved when ministries are constantly changing, therefore, what is needed is a clear-sighted and stable policy depending on a well-thought-out plan which will have been based on principles chosen by the nation.

EDUCATIONAL ORGANIZATION

Primary Education

L 41. "Algerian educationist impressed by Libyan advance", The Cyrenaica Weekly News, August 17, 1969.
The forthcoming conference of the Arab Maghreb Ministers of Education, due to be held in Tripoli, will discuss proposals for the unification of the academic curriculum at the elementary stage of education. "Libya has gone very far in the field of education, as far as I could see during my visit to Libya. Educational problems will be solved within the coming five years and literacy will be practically 100% within 10 years", the Algerian Minister concluded.

A 42. "La nécessité nous appelle a imprégner les générations futures de l'âme maghrébine originelle" (Our duty is to imbue future generations with the Maghrebian spirit), El Moudjahid, August 13, 1969.
The Algerian Minister for Education, who will be attending the Conference of Arab Maghreb Ministers for Education to be held in Tripoli, was interviewed by the Libyan Information Agency. He said that as the ministers are aware of the difficulties encountered by each country, a single small Arab dictionary will be used in primary schools. Also, that the Rabat Conference has decided to unify the history syllabus in recognition of the close association which unites the four Maghreb countries since and before the Islamic period.

T 43. "L'Evolution de l'enseignement du premier cycle" (The evolution of primary education), La Presse, October 31, 1969.
The number of pupils registered in the first year of primary education was: in October, 1964, 115,382 pupils; in October, 1965, 119,840 and in 1966, 127,600. At the beginning of the 1967-1968 school year it was 117,078, and in October, 1968, 139,120. The increase was constant except for 1967-1968. The figures have also noticeably improved for overall primary education: 1964, 658,766 pupils; 1965, 717,093; 1966, 777,686; 1967, 813,295; 1968, 834,409. This improvement in figures is parallel to an increase in the number of classrooms which was in 1964, 8,506, and reached 12,633 in 1968, which makes 1,000 new classrooms built per year.

T 44. "Le retour a l'enseignement de la langue française a partir de la première année du premier cycle (enseignement primaire)", La Bataille Du Niveau, par Ahmed Ben Salah, ex-Secrétaire d'Etat a l'Education Nationale (Once more French will be taught from first year in primary schools; The Struggle to Raise the Educational Level, by Ahmed Ben Salah, former Minister for National Education)
"The return to the teaching of French during the first year of primary education together with Arabic in the second year

will prepare the Tunisian youth and give him access to the world and modern civilization.

Secondary Education

A 45. "Une institution adaptée a nos besoins"(An institution adapted to our necessities), El Moudjahid, July 16, 1969.
A true democratization of education could only go through a complete reorganization of its structures, of which the most important was that of the lycée (high school). For this reason a new type of institution was decided upon, The "Collège d'Enseignement Moyen Polyvalent" where general, agricultural and technical subjects are taught, and which welcomes all pupils leaving primary school.

L 46. "3,000 compete for university places", The Cyrenaica Weekly News, May 11, 1969.
About 3,000 students will be taking the Tawjihia Certificate examination this year. This is an increase of 500 students over last year. Success in the Tawjihia Certificate examination qualifies students to enroll in one of the Libyan university faculties.

T 47. "Financement suédois pour la construction de deux lycées mixtes" (Sweden finances the building of two secondary schools in Tunisia), La Presse, June 6, 1969.
About 1,125,000 dinars were given to UNESCO by the Swedish government in order to finance projects related to the development of education in Africa. The Managing Director of UNESCO together with the permanent representative of Sweden at this organization signed the agreement relative to this loan, which will be used for the building and furnishing.of two mixed secondary schools in Tunisia: the first in Nabeul, the second is in Béja.

A 48. "Enseignement de la géologie dans l'enseignement secondaire" (The teaching of geology in secondary schools), Nature et Ressources, No 1, March, 1969, UNESCO.
Lessons in geology are now available in high school from approximately ninth grade onwards. The aim is to enable students to define minerals and rocks: these lessons are called lessons of mineralogy and of petrography. Until now the first contact students ever had with geology was at the Faculty of Science. Nevertheless, secondary school students must have a few notions of geology, especially concerning its aims and methods, and therefore, receive a foretaste of this subject.

T 49. "La coopérative scolaire" (cooperatives in schools), L'Action, April 11, 1969.
The system of cooperative schools is very simple and can be adapted to young children and teenagers. It is a moral training: the schoolboy learns moral values such as respect towards other people, abnegation, love of responsibility, self reliance and sincerity in working. On the other hand, it is a civil training since it trains the future citizens, thanks to meetings, discussions and elections. Its aims are: the initiation of children to work and keeping a sound accountancy, mutual assistance, self denial, and to teach students values at a very low cost.

T 50. "Un collège secondaire a Tataouine en Octobre, 1969" (A secondary school in Tataouine in October, 1969), L'Action, May 6, 1969.
Mr. Ahmed Ben Salah, former Secretary of State for National Education, laid the foundation stone of a new secondary school which consists of ten classrooms and will be able to seat 400 students. Mr. Ben Salah expressed his satisfaction before such a project in Tataouine. The school will open for the school year 1969-1970. He put the stress on the resolution of the government to build secondary schools all over the country.

Vocational Education

L 51. "New Institute for Craftsmen to open in Misurata", The Cyrenaica Weekly News, May 25, 1969.
A new institute for vocational training will shortly be opened in Misurata under the supervision of the Ministry of Labor and Social Affaires. Ministry sources said that this institute which has been established in cooperation with the UN, willprovide vocational training in electricity, carpentry, building and other vocational trades for a large number of trainees. The training period will last for three years, during which the trainees will receive theoretical and practical lessons in these trades under the supervision of a number of specialists approved by the International Labor Organization.

L 52. "Technical training's high priority in new plan", The Cyrenaica Weekly News, April 13, 1969.
The Minister of Planning and Development, Dr. Ali Attiga, has stressed that the state would pay special attention to the technical training programs. He said that there would be the necessary funds for the technical training programs throughout the development of the Second Five Year Plan so as to set up more training centers in the country and to send as many Libyans as possible for training in special institutes

abroad in order to increase their experience and develop their knowledge in the various fields of work and production.

L 53. "Educationist receives royal award", The Cyrenaica Weekly News, June 8, 1969.
Ex-King Idriss conferred the Order of Independence, second class, on Sayed Mohamed Bashir Sherif, the Managing Director of the arts and crafts schools, in recognition of his services to the country in the field of vocational education. Sayed Sherif is well known for his activities in the field of vocational education. During the past few years, he has made considerable efforts to develop the arts and crafts schools which play an important role in caring for orphan children and educating and training them in the various handicrafts and professional industries.

L 54. "Technical students graduate in Derna", The Cyrenaica Weekly News, June 29, 1969.
The graduation of the trainees at the Vocational Training Institute in Derna will be celebrated this week. Minister of Labor and Social Affairs explained that this institute had achieved considerable success in the vocational training services and that a large number of its graduates now held important jobs in the various industrial firms in the country. This institute, which is under the supervision of the Ministry of Labor and Social Affairs, is responsable for the training of Libyan youths in the various technical services for industry and electricity.

A 55. "Les Instituts de technologie: IV comment y entrer" (Institutes of technology: IV how to enroll), El Moudjahid, August 22, 1969.
These institutes take in people who have no degree, who are aged between 16 and 30 and who have given up their studies without obtaining a degree. Three different levels of education are taken into account: For those who have reached the level of the Baccalaureat (11th and 12th grade) who can become engineers or join the ranks of qualified personnel after three years of study. During the same lapse of time those who only reached the level of 9th or 10th grade can follow a training course for technicians. Finally, for those who have only reached the level of "Certificat d'Etudes Primaires" (7th or 8th grade) can follow a two year course which will allow them to become teachers or skilled workers.

T 56. "Recrutement des maitres d'enseignement technique des collèges secondaires professionnels d'agriculture" (Recruiting of technical teachers for professional secondary agricultural schools), La Presse, June 4, 1969.
The National Board of Education informs us that an examination in September, 1969, will allow people to enter the

professional secondary agricultural schools. This examination is opened to instructors and technical officials to the Under Secretary of State for Agriculture, also to those who have graduated from a secondary agricultural school and to those who are not affiliated to any particular administration.

T 57. "Les écoles commerciales recherchent l'efficacité" (Commercial schools look for efficiency), La Presse, November 11, 1969.
Vocational education within private schools was introduced in Tunisia by foreign private institutions. Since the educational reform in 1958, an inspection for private schools was created, affiliated to the Secretary of State for National Education. But diplomas in these schools were only agreed upon by the Ministry in 1964. In January, 1969, a ministerial decision put these institutions under the control of the Department of Vocational Training and Employment. This choice was made so as to check their level; and to help the planning of the employment market organized by this department. Nevertheless, this experience showed that the control of vocational training institutions was not sufficient for the following reasons: programs are often deficient, teachers are not very adequate, and students of very different levels. A National Permanent Committee was needed to: reorganize education in these schools, to examine problems related to administrative, financial, technical and pedagogic organization.

Higher Education

A 58. "L'Université Algérienne: les réformes et la révolution" (The Algerian University: the reforms and the revolution), Jeune Afrique, No 469, December 24, 1969.
A National Committee for Educational Reforms was set up October 31, 1969. This Committee is going to have quite a few problems to solve as the number of students has increased from 2,000 in 1962 to 14,000 in 1969, and this figure is expected to reach 25,000 by 1973. But its most important problem is that of its internal structures which are still based on a French system, thus handicapping the university as it is not in touch with national realities, and cannot contribute towards its industrial development. The university, as it stands, is only concerned in giving a certain type of education to an elite. The main problem is that, to enter university you have to have the Baccalauréat, which many cannot obtain due to difficult circumstances. Therefore, for these people, Algeria is going to create pre-university centers which will be able to give students a technical or engineer's training. These institutions will be better adapted to Algeria's present problems. Also, the faculties themselves are going to be reformed, such as the medical

faculty. The country not only needs doctors but also people who can help prevent disease due to hygiene or malnutrition. Therefore, these medical studies will be divided into three cycles: The first cycle will be general education, the second cycle, to obtain a specialization and the third will be linked to research. With regard to scholarships, every other student has one, which according to them is not sufficient. But the government disagrees as 25% of the general budget is absorbed by education: 850 million dinars for administration and 600 million dinars for its equipment. This represents 8% of the gross national production.

T 59. "Une université adulte" (An adult university), La Presse, August ?, 1969.
Until now the Tunisian University has been considered as a means to enter foreign universities which are supposed to be the only ones that can give the necessary training to educated Tunisians. But this can no longer be a valid argument due to the fact that the Tunisian student has to stay abroad for many years, thus alienating himself from his country's problems and will find it difficult to readjust on his return. Also many Tunisians never return. The Tunisian government considers that these students become a danger to their country as the latter can be influenced by anarchistic ideas which can be harmful to the Tunisian people who are expecting so much from them. So either these students will enter into conflict with their country or they will discover that their intellectual capacities are not suited to the country's needs. Hence this double process of education can only alienate them from their society. The official body of National Education is trying to solve these problems, determining the future role of the Tunisian University. The aim is to make less attractive foreign universities and render the Tunisian University, one which is adult and with a natural influence which could become international, with the help of new research institutes, doctorates and degrees, of new faculties and finally with the creation of new universities in their country. Thus, the country is setting up the necessary conditions for a greater integration of the Tunisian University at the level of the governorates, of the community and in fact of the country. The university will no longer be a factory only for turning out qualified personnel. It will also be a place for better understanding, which will receive and give, and at the same time, will be open and integrated to the country.

A 60. "Quelques suggestions d'étudiants" (A few suggestions made by students), El Moudjahid, July 10, 1969.
Students who have given their opinion on the reorganization of Higher Education agree that university should not accept only those who have their "Baccalauréat". With regard to the special exams, organized by each faculty for students who do

not hold this diploma, do not satisfy the country's requirements as only 15 to 20% of students without a diploma manage to enter university.

T 61. "La Faculté et le Palais" (The Faculty and the Court of Law), La Presse, December 22, 1968.
Students who are to become judges are anxious: After following for four years their studies which are mainly in French, they are requested to sit for an examination in Arabic, so that they may become judges. This is a question to be solved by both the Faculty and the Court of Law.

L 62. "Libyan University results due this week", The Cyrenaica Weekly News, June 22, 1969.
University sources stated that 1,000 undergraduates from the various university colleges took, for the academic year 1968-1969, exams which began earlier this month, the results of which will be announced at the end of the week. At the same time a number of the most successful students who took this examination will be sent to European and American universities to complete their specialization.

ADULT EDUCATION

A 63. "Formation Professionnelle" (Professional Training), Jeune Afrique, 69, p.264.
The professional Training for Adults (F.P.A.) has set itself a three year plan to reach a national target for professional training. As a first attempt, 41 sections covering 13 courses and spread out over 11 centers have been opened. In 1967, a national institute trained 70 workers. In 1967, there were 761 skilled builders and 176 skilled metal-workers.

L 64. "Calls to expand technical training and capital investments", The Cyrenaica Weekly News, May 18, 1969.
The Libyan Employers Association which comprises more than 300 prominent Libyan businessmen, has urged that more attention be paid to technical training in respect of all Libyans working in the various economic development fields. A spokesman for the association described as positive, the steps taken by the government in opening technical training centers in the main cities. These centers could accommodate a large number of young men employed in the industrial field.

T 65. "The method followed by the Tunisian government in its campaign against illiteracy", Ettarbiya El Igtimaiya (a review published by the Tunisian organization for the education of adults), Fifth edition of the third year, January, 1969.
Before starting its campaign against illiteracy, studies were made to define the aims and expenditure of such a campaign, as well as statistics to know the exact number of

inhabitants, and illiterate people. Thus, it has been estimated that 15 years should be sufficient to achieve this aim. From 1966 to 1971, 150,000 workers of both sexes will be involved in this program. The second period (1971-1981) expects to reach 900,000 illiterate persons between 15 and 45 years of age. But already 80,000 illiterates have taken part in this campaign during the first three years.

T 66. "Droits d'auteur" (Copyrights), La Presse, January 4, 1969.
In 1966, TV producer, Mr. Harzallah, with the cooperation of psychologists and pedagogues, set out to put together the broadcasting of lessons to fight against illiteracy. These series have become so successful that Tunisia sent to the Fourth International Competition of Educational Programs, organized by Japanese Television, its "Struggle Against Illiteracy", a program dedicated to the education of adults. The jury gave it a special prize as they considered this program as being quite remarkable.

TEACHER TRAINING

A 67. "Les Instituts de Technologie: V La formation des enseignants" (Institutes of Technology: The training of teachers), El Moudjahid, August 23, 1969.
Students who have not gone beyond 9th grade and even possibly 8th grade will be able, after 24 months of training in an Institute of Technology, to find a post as a monitor and after a further examination, become a teacher. If Algeria is to maintain its objective of providing teachers for the 20 new high schools built per year during its Four Year Plan, there is no doubt that it will have to take full advantage of those students who have reached the 12th grade and then followed a two year training course, as they will be capable of teaching pupils in their first three years at high school.

A 68. "Le statut des élèves maîtres des écoles normales primaires" (Statute concerning students in training colleges for primary education), Maghreb, July/August, 1969.
This article lays down dispositions which will be common to all teacher trainees: four years of study, during which three years will be on a Boarder's Scholarship and one year for professional training. Among the special dispositions concerning the teacher trainees, one notes that the candidate must be between 16 and 18 years of age, and that there are two types of training courses: one is intended for those who are going to teach in Arabic and the other for those who are going to teach in French.

T 69. "Seminaire pour la formation des futurs animateurs de l'université d'été" (Seminar for the training of teachers for the special summer session), La Presse, July 28, 1969.
The President of the National Union for Cooperation presided over a seminar concerning the training of teachers for the special summer session for 1969, which is organized

by the Center for Development of the Cooperatives. The creation of a session such as this is the first step towards a popular university. 8,000 members belonging to the various administrative councils for the cooperatives will be attending these classes. 60 teachers under instruction were present at this seminar.

L 70. "Libyan teachers of English to attend U.K. courses", The Cyrenaica Weekly News, May 18, 1969.
A considerable number of Libyan teachers are to be sent to Britain and the United States during the summer recess to attend courses on methods of English language teaching. A spokesman for the Ministry of Education said that 100 teachers had been chosen to attend courses for teaching English in primary schools in addition to 40 others to be sent to Britain for the same purpose.

T 71. "Bulletin Pédagogique" (Pedagogic Bulletin), by Moncef Chenoufi, in I.B.L.A., No 120, 1967-4, pp.383-395.
The 1958 educational reform aimed at generalizing school attendance in Tunisia. Were then, the educational system and pedagogy up to date? The author tries to answer this question; he states that the Secretary of State for National Education has been struggling in order to achieve the government's objectives in the educational field. He tried to create a pedagogical study group, composed of inspectors. Model lessons were given, as well as lectures, skillful teachers were entrusted with advising beginners and helping them. The Minister of Education has also created: "Le Bulletin Pédagogique de l'Enseignement Primaire", a monthly magazine, which has been appearing since March, 1960, both in French and Arabic. The "Bulletin Pédagogique" for Secondary Education is a quarterly magazine, and is divided into two parts, the Arabic one is called, "Nashra Tarbawiyya". It has also been appearing since May, 1960. These pedagogical bulletins create a dialogue between educators.

A 72. "Conférence internationale sur l'instruction publique" (International conference on public education), by M. Cheriet, UNESCO, XXI Session, Geneva, 1968, p. 55.
Mr. Cheriet, Representative of Algeria, developed the following points:
1) The 15,000 monitors enlisted after Independence, with an intermediary level between the certificate of primary courses and the lower certificate will be appointed as teachers after a probation period in training centers for teachers.
2) Primary school teachers will be trained in 20 "Teacher Colleges" and the holders of a general teaching certificate including one year of pedagogical training will be appointed as teachers.
3) Primary teaching inspectors and pedagogical advisors will be appointed to assist the numerous unqualified teaehers.

4) Higher education is ensured by university professors who were trained in France or in the Middle East.
5) The "Algerianization" of the teaching personnel will allow a reduction of bilateral coopération: 82% of the primary education personnel, 50% of the secondary education personnel and 30% of the higher education personnel are Algerian. "Algerianization" of the curriculum is also needed..
6) "Arabization" will allow the introduction of the Arabic language as the teaching language.
7) Experimental schools where teaching is given in Arabic only, have been created.
8) A department for school guidance with technicians trained in the Psychotechnical and Pedagogical Institute has been established.
9) A pilot-plan for literacy aimed at the vocational education of adults is being drawn up.
10) Reform of higher education is under study, parallel to the 1968 French reform, in order to prepare students for graduation after three years in the university.

TEACHING AIDS

T 73. "Utilisation des reglettes "Cuisenaire" pour l'enseignement du calcul en quatrième année" (Use of the "Cuisenaire" rulers for the teaching of calculation in the fourth year), Bulletin Pédagogique de l'Enseignement Primaire, by Peretti, No 57, June, 1968, pp. 22-28, Secrétariat d'Etat a l'Education Nationale, Tunis.
The author proposes a method of utilization of the ruler "cuisenaire" for the study of division. This article contains 13 designs, definitions and exercises. In this same issue, another professor of the "Ecole d'Application", Madame Plantier, proposes the same method for the teaching of the calculation of addition in the fifth year primary education.

L 74. "Libyan Information Service keeps pace with the nation's progress", The Cyrenaica Weekly News, May 4, 1969.
The Minister of Information and Culture recently signed a 1,250,000 Libyan pound contract for carrying out the second stage of the Libyan television project. When the television started on Independence Day in December last year, the Minister of Information and Culture described it as a new effective tool for guidance and development, and it was aimed at furthering education and culture even in the remotest parts of the country.

L 75. "Study group on radio", The Cyrenaica Weekly News, February 23, 1969.
Libya and three other Arab countries were elected to a study committee by the Arab Broadcasting Association Conference recently held in Khartoum. The committee was assigned to study educational subjects and their use in broadcasting

services in Arab countries as well as Arab folklore and to submit recommendations on the running of programs in Arab broadcasting services.

L 76. "School equipment mainly from local products", The Cyrenaica Weekly News, March 30, 1969.
The Ministry of Education has decided to purchase most of its school furniture and instruments locally as a move to encourage local products. The Ministry of Industry had asked various government departments and firms operating in the country to purchase their products available locally and thus, lead the way for improvement and competition between various local industries.

A 77. "Fournitures scolaires assurées a l'ensemble du pays" (Educational equipment has been provided for throughout the country), El Moudjahid, August 29, 1969.
The S.N.E.D. (The National Society for Publishing and Distribution) have been taking care of the distribution of books and educational equipment. They have informed us that the beginning of term will be starting off very well as the distribution of educational equipment for primary and secondary schools is practically finished. The National Institute of Pedagogy publishes all the books for primary education, however imports as a supplement, a few science books. In all, 3,670,000 books in Arabic and French have been distributed.

RELIGIOUS EDUCATION

T 8. "Mr. Ahmed Ben Salah clôture l'année universitaire de la Faculté de Théologie" (Mr. Ahmed Ben Salah closes the university year at the Faculty of Theology), Education Nationale (a review published by the Secretary of State for National Education), No 5, July, 1969.
On June 28, 1969, Mr. Ahmed Ben Salah, the Ex - Minister for National Education, closed the university year at the Faculty of Theology. He first listened to the professors who spoke of the equivalence of the diploma "El Alimia" with other university diplomas called "Licence". In his speech, the Ex - Minister stressed the good will of the government to consolidate religious education. "We are closely attached to the spirit of Islamic civilization which is one of the principal elements which constitute our identity." He then explained how the Faculty of Theology can inculcate religious principles and high moral values to Tunisian youth. Mr. Ben Salah re-assured students and authorities at the Faculty of Theology as to the equivalence of the diploma "El Alimia" with other university diplomas.

T 79. "L'Institut des Hautes Etudes Islamiques" (The Institute for Islamic High Studies), Education Nationale (A review published by the Secretary of State for National Education), No 2, April, 1969.
During Education Month organized in Nabeul in April, 1969, by the cell of the Destourian Party, Mr. Ahmed Ben Salah announced the opening of the Institute for Islamic High Studies which will be very important for historical, legal and theoretical research. It will enable young research workers in this field to develop their knowledge and above all, to preserve the identity of younger generations.

T 80. "Les manuels d'enseignement Islamique" (Textbooks for the teaching of the Islamic religion), I.B.L.A., No 114-115, 1966.
Tunisia is a country which is particularly attached to Muslim traditions and this has been maintained with the help of reform. In the textbooks on Islam, this religion is presented as a vital element of the national culture as one which is very much alive, universal and capable of assuming 20th century values. Its objective in education is to awaken the pupils' religious awareness, to give to the up and coming generation a national and humanistic outlook, to develop their affective capacities and intellectual aptitudes so that they become good citizens. These textbooks are trying to develop a religious outlook and to give pupils a firm stand in Islamic principles, now rid of all its legends and superstitions. They are trying to re-enforce young people's natural tendency towards religion, so that their actions proceed from a sincere conviction, particularly at a time when they need spiritual guidance which will direct their conduct and will give them answers liable to protect them against doubts and from being led astray.

ARTISTIC EDUCATION

T 81. "La peinture a l'université" (Painting exhibition at the university), La Presse, February 18, 1970.
With the help of both the Management for Arts and Literature and The Union of Plastic Arts, an exhibition was organized on the 11th of February. Thus, the large gap which has been broadening over the last few years between the university and arts has been budged. As Mr. Zubeir Turky, President of The Unionof Plastic Arts, said, "Art was brought to the university so that the university will come to the Arts." Mr. Tahar Guiga, Director of Arts and Literature, considers that this exhibition is an important step towards the reunification of the university and arts, as the former is the center of culture where future generations are trained to assume their duties in every cultural branch. Mr. Hamadi Ben Halima, who is in charge of the Fine Arts Department, considers that the interest of this exhibition lies in the

fact that meetings have been organized between students and painters, hence the students have been able to learn about the history of painting in Tunisia. Also two Fridays a month a conference will be given by Mr. Hatem El Mekki under the title of: Introduction to Plastic Arts.

T 82. "Festival National de la Jeunesse Scolaire a Sousse" (National Festival of School Youth in Sousse), La Presse, March 11, 1970.
The program of the different activities which will take place during the fifth Youth Festival in Sousse consists of: competitions in music, popular arts as well as literature and theater. 800 pupils will take part in this festival which will last from March 20 to March 23, 1970.

SPECIAL EDUCATION

T 83. "Institut National des Sports" (The National Institute for Sports), La Presse, July 29, 1969.
The Secretary of State for Youth and Sports has announced that there is a new entrance examination for the National Institute for Sports. All young people between 18 and 23 will be able to join the Primary Teacher Training College for physical and sports education if they have attended regularly the fourth year in a secondary school, and those who have attended regularly the fifth year can enroll at the Assistant High School Teacher Training College for physical and sports education.

L 84. "First school for civil aviation", The Cyrenaica Weekly News, January 5, 1969.
The first Civil Aviation Institute in Libya will open this month to give training in connection with air navigation. About sixty students selected recently from among those who applied to join this institute, will be enrolled. Students of this institute will receive monthly remunerations during the period of training amounting to 50 pounds until they are appointed for work in one of the Libyan airports.

A 85. "Le cercle culturel "Ahmed Zaabana" d'Alger: un centre pilots pour la jeunesse" (The "Ahmed Zaabana" cultural center in Algiers--a pilot center for youth), El Moudjahid, August 28, 1969.
This center is open to all young people whatever their background. Every evening, after high school or the factory, young workers and students gather to work together, to exchange their points of view in a typical Algerian décor and in an atmosphere which is friendly. It is a pilot center, which will give an adequate training to these young people who will in turn manage other cultural centers which will be opening shortly.

COOPERATION

L 86. "New Libyan Medical Faculty to cooperate with Birmingham University", The Cyrenaica Weekly News, June 29, 1969.
The Dean of the Medical College at the Libyan University, Dr. Raouf Ben Amer, has confirmed that there will be cooperation between his faculty which is in its early stages and the Medical College of Birmingham, thus helping the Libyan faculty in many spheres. The Dean spoke about the importance of this faculty with regard to Libya. He said, "Our country is in urgent need of specialized doctors in the treatment of various diseases. Such a faculty, in addition to the fact that it will provide doctors, will also develop scientists who will ensure continuous progress in the field of medicine."

L 87. "Swedish professor discusses moves to assist Libyan faculty", The Cyrenaica Weekly News, May 25, 1969.
Last week Professor Lars Gunnar Larson, the Rector of the College of Medicine at the University of Umea in Sweden, discussed the prospects of cooperation between the University of Umea and the Libyan University project with regard to the new medical faculty which is to be set up in Benghazi.

L 88. "Libyan technicians for Germany", The Cyrenaica Weekly News, June 1, 1969.
A party of 10 from the Libyan Broadcasting and Television Service will go to West Germany to attend a one year training course involving broadcasting and TV affairs. This step is a result of the training program prepared by the Ministry of Information and Culture in an effort to raise the standard of the broadcasting and TV services in the country.

MAG 89. Marrakech: "Seize pays Arabes réclament la droit a l'education pour les palestiniens" (Sixteen Arab countries demand that the Palestinians should have a right to education), Jeune Afrique, No 474, February 3, 1970.
The Marrakech Conference, which was attended by 16 Arab countries including the Maghreb countries, and by Mr. Mahen, Director of UNESCO, opened on January 12. It was agreed unanimously that technical education was vital but that Arabization of the education had to continue, and that also, the Palestinian children had a right to education, and that UNESCO should try to obtain further funds. Our major proposal was put forward concerning the creation of a government organization which would include representatives from the different ministries for employees and employers which would be in charge of coordinating educational and professional activities. Unfortunately this proposal, which is absolutely vital for the development of technical education, was rather overlooked.

M 90. "Morocco-Tunisian educational exchange", Le Petit Marocain, July 12, 1966.
At the end of his six-day visit to Morocco, the former Tunisian Minister of National Education, Mahmoud Messaadi and his Moroccan colleague, Dr. Mohamed Ben Hima, agreed upon a common program for the scholastic year 1966-1967. The arrangement includes the exchange of teachers, to give courses and lectures for higher education, and the admission of Moroccan students to the Normal School in Tunis, and of Tunisian students to the Mohamedian Engineering School in Rabat. In addition, two commissions would be created, one for the editing of textbooks and the other to coordinate the curriculums to examine for civic and religious training. Finally, the proposal provides for periodic consultations between the two Ministries of Education.

MAG 91. "Some teachers of English of the great Arabic Maghreb are staying in England", A Sabah: Tunis, July 25, 1968.
Some Maghrebian teachers of English are to spend the whole of the summer holidays in England, in order to improve their English. There are already in England: 10 Algerian teachers, six Moroccan teachers, eight Tunisian teachers, and 30 Libyans. These teachers are enrolled in different summer schools.

MAG 92. "Algerian education chief will discuss cultural ties", The Cyrenaica Weekly News, March 9, 1969.
Cultural relations between Libya and Algeria will be the subject of discussions during the forthcoming visit of the Algerian Minister of Education to Libya. According to the Ministry of Education sources in Tripoli, the coming discussions will deal with the possibility of increasing the scholarships allocated to Algerian students in the institutes and faculties of the Libyan University, and also to assess the extent of Libya's participation in the Arabization programs of the educational body in Algeria.

MAG 93. "Increased grants for Algerian students", The Cyrenaica Weekly News, April 20, 1969.
The Ministry of Education has granted Algerian students who are studying in Libyan boarding schools an increase from two to five pounds a month. There are more than 200 Algerian students receiving their education in boarding schools in Libya and a smaller number of students receiving their higher education in the faculties of the Libyan and Islamic Universities.

MAG 94. "Mr. Haddam incite les étudiants a assumer leurs responsibilités dans la direction du Grand Maghreb" (Mr. Haddam urges students to assure their responsibilities towards the Maghreb as a whole), La Presse, February 1, 1970.

Mr. Tedjini Haddam, Algerian Minister for Public Health, spoke on February 31, last, at the Medical Faculty in Tunis. During his speech, he spoke of the medical problems in the Maghreb countries and reminded the students of the struggle previous generations had to undergo to free the Maghreb countries which had a common heritage and that now, it was their duty to work together to contribute towards a common future. The students had to prepare themselves to assume their responsibilities towards the Maghreb as a whole. He emphasized that the structures of the universities and of the medical world had to be reorganized without being influenced by foreign idealogies, through introducing modern management and administration and ensuring that future doctors get a well-balanced training. Thus, he went on to say, we will be able to guarantee for our countries, a harmonious development. The Algerian Minister ended his conference by urging the Maghreb students to rediscover and to help define the Maghrabian personality.

A 95. "Ratification de l'Accord de Cooperation Culturelle entre l'Algérie et l'Espagne" (The Agreement for Cultural Cooperation between Algeria and Spain has been ratified), Maghreb, July/August, 1969.
This agreement will provide for an exchange of information between the two countries, concerning their respective achievements with regard to culture, science, education, tourism, youth and sports. Algeria and Spain have both undertaken to favor the teaching of their respective language to help each other in the construction of cultural centers and to have an exchange scheme for teachers. With regard to the recognition of each other's diplomas, the matter will be considered.

M 96, "Concours du Bureau Permanent d'Arabisation" (Competition examination organized by the Standing Committee of Arabization), L'Opinion, August 28, 1969.
This committee will be organizing an annual competitive examination and will give a reward on behalf of all the Arab countries. The subject of the examination will be on the attributes of the Standing Committee of Arabization with either an old manuscript to translate or a study of the Arabic language.

SPECIAL PROBLEMS

A 97. "L'Emancipation authentique doit être cherchée dans la science et la culture souligne Le Président Boumédienne" (President Boumédienne emphasized that real emancipation must be found in science and culture), El Moudjahid, July 4, 1969.
He also added: "Do not believe, dear sisters, that progress and civilization only reside in outward appearances. They are more the prerogative of science and knowledge. Women

are an integral part of our society and it is our duty to help them to participate fully and once this will be accomplished, we will have overcome some of the difficulties in the way of progress.

L 98. "Le rôle de la femme Libyenne dans notre société moderne" (The role of Libyan women in our modern society), Réalités Libyennes, No 1, 1969, p. 16.
The Libyan Constitution granted rights to the Libyan woman who is being strongly challenged to participate in the modernization of Libya. Girls can now take advantage of education on the same level as the boys, and women can become doctors, nurses, teachers and specialized workers, as well as writers.

L 99. "Education the key to emancipation of Libyan womanhood", The Cyrenaica Weekly News, May 11, 1969.
Former Libyan Premier, Abd'ul Hamid Baccouche, said it was nonsense to keep half of the Libyan population, ie women, in dark corners and thus, turning them into an unproductive element when the country has such a great need for Libyan people of both sexes assumning their responsibilities with regard to administration, and development of their own country. When the Libyan University opened its doors in 1955, there was only one girl. Last year there were 282 out of a total of 2,489.

A 100. "Les Algériennes" (Women in Algeria), by F. M'Rabet, Maspero, Paris, 1967, Cabiers libres, No 103, 303 pages.
Fadela M'Rabet, an Algerian teacher and a hostess of a women's program on "Radio-Alger", published her second book about the status of Algerian women four years after Independence. From the letters and statements gathered during her broadcasts, she wrote this violent condemnation of the new Algerian society in which the situation of women has not been effectively improved after Independence. The problems of education, labor and social integration of the Algerian women are the core of this book, using numerous statistics and official documents. The author points out the acuteness of these questions and proposes solutions which were not well received by the Algerian authorities with regard to the increasing population and professional integration of the Algerian woman. These questions are studied in connection with the problem of education for girls in Algeria; the official figures and statistics collected by the author show that even now the percentage of girls attending primary, secondary and higher education c courses is much lower than that of boys. It appears that education for girls remains the privilege of a small fraction of the urban population and of the occidentalized middle class. Finally, under the chapter "Situation", the author analizes all the problems faced by the Algerian women among which are labor and vocational education, using official documents, figures and statistics.